

CURRENCY EVENTS

American Society of Military Comptrollers

Greater Atlanta Chapter

Editor: Rhea Paseur

February 2004

Letter From the President



I want to thank Randy Flisak for the interesting series of articles he is providing for our newsletter. I am sure we all find some things that we find familiar. So far he has not gotten to "you can't teach an old dog new tricks." I will take that personally.

At our February meeting, we will have a presentation on the status of the Senior Army Workforce. This project was previously called the Strategic Army Workforce. The Army is making important changes in the way we will manages the civilian workforce. Come to the meeting hear about where we are in the planning process. It is a topic about which we should all stay abreast.

We are rapidly approaching our local Professional Development Institute. It looks like this year's mini-PDI is going to be another interesting day. It is our honor to have MG Hartsell as our keynote speaker this year. There are several other interesting workshops lined up. Please mark you calendar for March 18th. You will find more information in this news letter and the application can be found on our web site.

Bob White
robert.n.white@us.army.mil

Future National PDI locations

2004 Cleveland, Ohio
2005 Salt Lake City, Utah
2006 San Diego, California
2007 Kansas City, Missouri
2008 Orlando, Florida

How Adults Learn (A series article)

By
Dr. Randy E. Flisak
Supervisory Auditor, Office of Internal Review
FORSCOM, HQ
Fort McPherson, GA 30330-1062

In my initial series article I introduced you to three general categories of learning styles. They are 1) perceptual modality, 2) information processing, and 3) personality patterns. Further, I said in my next series article (this one), I would include an Inventory of the twelve learning techniques for you to assess your learning style and, discuss in more detail Andragogy and Pedagogy.

I'm hoping that you, the reader(s) would not object to a small deviation to that plan. In this series article, I would like to spend some time here on perceptual modalities because it has the most implications in education and in my next series article, include the Inventory and a detailed discussion on Andragogy and Pedagogy.

Perceptual Modality

We each learn and process information in different ways. You probably didn't realize this earlier because most of us attended schools where teachers delivered instruction in one way. Most teachers talked to us, and we answered their questions. We then took pencil-and-paper-based tests. Schools taught one way and didn't help or encourage us to learn our unique styles.

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Perceptual modality refers to the primary way our bodies take in information. Commonly, researchers identify auditory, visual, kinesthetic, and tactile styles. The field of accelerated learning also relies heavily on modality to explain how learners can process information faster.

Howard Gardner established another way of grouping modalities. He asserts there are at least seven or intelligence's that link to our individual styles.¹

Gardner goes on to suggest humans can be (1) verbal-linguistic (sensitive to the meaning and order of words), (2) musical (sensitive to pitch, melody, rhythm, and tone), (3) logical-mathematical (able to handle chains of reasoning and recognize patterns and order), (4) spatial (perceive the world accurately and try to re-create or transform aspects of that world), (5) bodily-kinesthetic (able to use the body skillfully and handle objects adroitly), (6) interpersonal (understand people and relationships), and (7) intrapersonal (possess access to one's emotional life as a means to understand oneself and others).

While Gardner's work encourages us to think about modality in new and creative ways, a solid grasp of the core modalities applies immediately to everything we do.

Most people retain a dominant and an auxiliary learning modality. We usually rely on those modes to process information at an unconscious level, but we may be consciously aware of which modes we prefer. We access through all senses, but generally favor one. We process visually (by sight), auditorally (by sound), kinesthetically (by moving), and tactility (by touch)².

Visual learners prefer seeing what they are learning. Pictures and images help them understand ideas and information better than explanations. A drawing may help more than a discussion about the same. When someone explains something to a visual learner, he or she may create a mental picture of what the person is talking about or describes.

If you are a visual learner, you may find it helpful to see the person speaking. You may watch a speaker talk, as well as listen to what he or she says. Yogi Berra said:

"You can observe a lot by just watching."

Many people assume reading is a visual action. Though we see the words, most of us process the information by hearing ourselves say the words. As a result, researchers identify people who prefer to process by reading, auditory learners. Others label the readers 'Print-oriented,' aligning them closely with visual learners. Visual learners are more shape - and form-oriented. Print-oriented people depend more on words or numbers in their images.

Auditory learners also fall into two categories. Auditory learners prefer spoken messages. The less understood auditory learners need to hear their own voice to process the information. The more prevalent type, 'Listeners,' most likely did well in school. Out of school too, they remember things said to them and make the information their own. They may even carry on mental

trying to be disruptive and may not even realize they need to talk. Some researchers go so far as to call these learners 'Interactives.'

While some auditory learners prefer to listen to both themselves and others, mounting evidence suggests the two types are distinct and separate.

Kinesthetic learners want to sense the position and movement of what they are working on. Tactile learners want to touch. "Enough talking and looking," they may say. "Let's work with this stuff. Let's get our hands dirty already." Even if kinesthetic or tactile learners don't get much from the discussion or the written materials, they may catch up and exceed the lesson plan by working through scenarios and labs. Often, they don't thrive in traditional schools because most classrooms don't offer enough opportunity to move or touch.³

Most assessments group kinesthetic and tactile styles together, though they mean different things. Their similarity is that both types perceive information through nerve ends in the skin, as well as organs through muscles, tendons, and joints.

We can sometimes sense the way people process by listening to the words they use to describe learning situations. For example, a visual learner may say, "I see your point." An auditory learner may instead say, "I hear what you're saying." And a kinesthetic learner may say, "I feel we're moving in the right direction."

Studies show that single-style classes (where modality indicators segregate a group) can be more effective than classes with diverse-style learners. The non-homogenous approach, however, seems impractical and doesn't lend itself to the various challenges learners' face each day.⁴

Likewise, learners can compensate when the instructional medium doesn't match individual style. Kinesthetic learners may benefit from reading and auditory learners can improve their understanding by touching what they are working on. Possessing various compensating strategies allows us to benefit under all circumstances. (Continued on page 4)

Recruit a New Member Today!

Visit our Website at

<http://www.usarc.army.mil/asmc>

Or contact Michelle Flagg-Evans

Chapter Officers

Elected Officers

President: Mr. Bob White
Executive Vice President: Ms. Hettie Smith
Vice President for Committees: Ms. Ivonne Reid-Borland
Secretary: Ms. Sue Sheffler
Treasurer: Ms. Teresa Bennett

Committee Chairs:

Programs: Susan Warren
 Mini PDI Ivonne Reid-Borland
Publicity: Randy Flisak
 Currency Newsletter Editor Rhea Paseur
 Photographer Dennis Parrett
 Web-Master Niki Stewart
 Member News At-Large
Membership: Michelle Flagg-Evans
Ways and Means: Vacant
 Golf Tournament Vacant
Constitution/By-Laws: Emma Lankford
Scholarships and Awards: Sue Goodyear
Volunteer: Jan Heath
Chapter Competition: Trudy Tipton
Corporate Membership: Susan Cole
Training and Education: Vacant
Audit: Vacant

CALENDAR OF EVENTS

March 18 Mini-PDI

Apr	14	Board Meeting
	21	Luncheon
May	12	Board Meeting
	19	Luncheon
June	9	Board Meeting
	16	Luncheon
July	14	Board Meeting
	21	Luncheon

ASMC National has associated with Wells Fargo Bank and their educational loan program. For information visit: www.capital4u.net

PROFESSIONAL DEVELOPMENT INSTITUTE

Resource Management – Infinity and Beyond

DATE: Thursday, 18 March 2004

TIME: 0700 – 1615 (Registration 0700-0750; sessions start at 0800 sharp

LOCATION: Georgia International Convention Center, College Park, GA

Information and registration form is on our web site

<http://www.usarc.army.mil/asmc/>

MEMBER NEWS

Pam Bates, GS-11 Management Analyst in the US Army Garrison, Management Services Division, Directorate of Resource Management, has accepted a promotion to GS-12 at the Army Contracting Agency, Southern Region Contracting Center. Pam has been with the Garrison for 23 years and is looking forward to the challenges and opportunities her new position will bring. Congratulations, Pam!

Shirlene Davis, Nikita Jett, Yvette Green, and Paige Waynick, Budget Analysts, and Judy Butz, Management Analyst, from the USAG DRM, completed the Enhanced Defense Financial Management Course held January 12-16th in preparation for testing for the Defense Financial Manager Certification.

Yvette Green: from Garrison DRM Strategic Planning to IMA Strategic Planning (relocating to Wash DC) Pam Bates: from Garrison DRM Management Services Division to ACA Southern Region budget office. Deborah Murphy: from Garrison DRM Budget Officer to First US Army Deputy Financial Manager.

LTC Mario Wozniak from USARC G-8 deployed to Kuwait.

Committee Reports

(cont. from page 2)

How Adults Learn

As learners, the most important thing we can gather from processing styles is to know our own physiologic preferences and choose instructional media accordingly when possible.

Further, educators and instructional designers need to build courses and programs that address multiple learning styles. Instead of using, "Do unto others as you would have them do unto you," as the Golden Rule of training, it may be more appropriate to say, "Present information to others, as they will best learn."⁵

¹ Howard Gardner (1993). Frames of Mind: The theory of multiple intelligence (10th anniversary edition). New York: Basic Books.

² Leslie Shelton, Joan Sheldon Conan, and Holly Fulghum-Nutters (1992). Honoring diversity: A Multidimensional Learning Model for Adults. Sacramento, CA: California State Library Foundation.

³ Shelton, et al. (1992).

⁴ Bob Zenhausern, at the University of St. Johns, is a leading researcher in this field.

⁵ J. Ingham, R. Dunn, L. Deckinger, and G. Geisert (1995, 1996). Impact of perceptual preferences on adults' corporate training and achievement. National Forum on Educational Administration and Supervision Journal, 12(2).

Series continuation information

In my next article in this series, I will continue with Learning Styles, to include a Learning Style Inventory for you to assess your preferred learning style. Also, I will discuss in more detail Andragogy and Pedagogy.

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Mini-PDI Topics

Funding the City of Atlanta (Triumphs and Challenges)
Resource Management – A Baghdad Perspective
Comptroller Career Program
Army Budget Roadmap Update
Government Policy and Economic Stability
Stress Management Skills Motivational/Life Skill Speaker
In addition
Career accreditation information will be provided.

Constitution, By-Laws, and Ethics Committee Report

Greater Atlanta Chapter's Constitution and By-Laws have been updated. Primary changes include: establishing separate checking account for new Scholarship Fund, clarifying procedures in case of dissolution of local chapter, updating to include requirements dictated by National By-Laws", and updating regulatory references. Revised Constitution and By-Laws was approved by a majority vote of chapter at the January 21, 2004 monthly meeting. The complete document is on our Web site.

Scholarship and Awards Committee Report

We mailed 115 High School Scholarship applications to local high schools. Applications are due to Greater Atlanta chapter on 28 Feb and our top two candidates will be forwarded to National for competition. We will announce our local winner in May.

Individual and Team Award nominations were forwarded to National. We will announce local winners at the luncheon in May.

Members Continuing Education applications are due 10 February. Local winners will be announced in April.

Essay contest applications are also due 10 February

Corporate Member and Chapter Leadership award applications are due 24 March.

Program Committee Report: Susan Warren the committee chair is developing a Program Committee SOP.

Chapter Competition Committee Report

The committee is currently gathering the documents required for 5-Star Competition. The Chapter Competition package is due to ASMC HQ by April 10, 2004.

Reminder, if a Chapter Member speaks at an event (i.e., luncheon, mini-PDI); make sure to provide the Chapter Competition a copy of the agenda.

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ASMC MERCHANDISE FOR SALE!

\$15 each	Folios (the green ones from the Mini PDI)
\$2 each	\$-sign squeezies
\$6 each	T-shirts, white with the ASMC logo in royal blue on the right front side. Sizes small, medium, large, X-large, and XX-large.

The shirts can be embroidered with your name & "Greater Atlanta Chapter" for only \$10. See Hettie Smith for details!

Minutes of Luncheon Meeting, 21 January 2004

Mr. White, chapter president, called the monthly luncheon of the American Society of Military Comptrollers to order at approximately 1147 hours, at the Commons at Fort McPherson. Chaplain Lund, IMA Chaplain, gave the invocation, and Mr. White led the Pledge of Allegiance. After lunch, Ms. Ivonne Reid-Borland, Vice President for Committees, introduced the guest speaker, Commander Dorothy E. Stephens, US Public Health Service (USPHS), Commander of the National Center for Environmental Health, CDC. She gave a very informative briefing about the USPHS, a uniformed officer corps of 6,000, the many missions of the CDC and of the many challenges the CDC faces with emerging infectious and contagious diseases. Her division deals with soil, water, and air. The Epidemiological division does the field work when there is an outbreak of a contagious or unidentified disease. She gave some information about the work being done currently, such as West Nile Virus and where it is wintering. The thought is that perhaps the virus is in our dogs and cats, and in the spring, when the mosquitoes come back out; they bite our pets and thus transmit the virus back into the community. There is great concern about this because the number of cases continues to rise despite the best efforts to control it. The CDC is also working to combat the obesity crisis in America. She provided some handouts about the types of initiatives ongoing at the CDC and then took a few questions from the audience. After the presentation, a short business meeting was held. Old Business: Emma Lankford, Constitution and By-laws Committee Chairperson, presented a summary of recent changes and clarifications made to the Chapter's Constitution and By-laws and then asked the general membership to vote to approve the changes. Shirley Williams motioned to approve the changes; motion was seconded and carried unanimously. New Business: Sue Goodyear, Awards Chairperson, gave information on the awards program, including Chapter and National awards, reinstatement of the \$500 PDI Grant (a reward for members' Chapter participation), and the HS scholarship program. She has mailed out 115 scholarship letters to the area high schools and is hoping for a good response. She indicated that packets for the PDI grant and other award categories were on each table and encouraged the membership to apply. She will be express mailing them to National HQ to ensure timely arrival. Jan Heath, Volunteer Chairperson, presented current volunteer opportunities and praised the participation for the USO support at the airport in November and December. The soldiers coming through Atlanta were very appreciative of the time and effort spent to give them some homemade goodies. Right now there is an opportunity to volunteer for GPTV phone bank support on 1 Feb during an afternoon presentation of Anne of Green Gables. She also indicated that they are collecting travel size toiletries for the VA Nursing Home a/o other community shelters and asked for contributions. Information is posted on the website.

Sue Sheffler, Secretary

PDI GRANTS

PDI Grant applications are due 27 Feb to Sue Goodyear in FORSCOM G8. Grant will provide the nominee that has dedicated the most to the Chapter this year with a \$500 grant to be used to defray costs of PDI attendance. Below is the point system for selection

The nomination form can be found on the chapter web site at <http://www.usarc.army.mil/asmc/index.asp>

ASMC PDI GRANT PDI 2004

Points are calculated from July 2003 - February 2004

<u>CATEGORY</u>	<u>POINTS</u>
MEMBERSHIP:	
Active Paid Membership	5
New members	2 per new member
New Corporate member	10 per new member
PARTICIPATION:	
Officer/Chair/Committee	15
Active Committee Member	10
Sponsor a Ways & Means Event	15 per event
Volunteer at Chapter Sponsored Events	Various
Habitat for Humanity	10
VORCI Christmas Party	5
Blood drive	2 per banana delivery
GPTV	5
Golf Tournament	5
Other event not listed (specify)	5
Guest Speaker on Military Comptrollership	15 per event
Attend ASMC General Membership Luncheons	2 per luncheon
Attend Greater Atlanta Mini-PDI (plan to)	5
ARTICLES PUBLISHED:	
Write Article for Currency Events on Military Comptrollership (100 words)	10
Write Article to be published in various resource journals on Mil Comptrollership (1,000 words)	25 per article in AFC
AWARD NOMINATION:	
Submit a paper for ASMC Essay Contest (NTE 1,500 words)	15
Submit and Award Nomination for one of the ASMC Award categories	15
OTHER OPPORTUNITIES:	
Complete a National ASMC sanctioned Research project (Team project - all contributing members receive 25 points)	

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